

Research on the Interactivity Model of Translation Teaching

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Abstract: Traditional translation teaching methods have been difficult to meet the real needs of society for translation, and it is impossible to effectively improve students' translation ability. The student-centered interactive translation teaching model helps to improve this situation. In this model, interaction is throughout the entire translation process. From pre-translation to post-translation, from in-class to extra-curricular, from classroom to society, from passive assessment to active assessment, there is always teacher-student interaction, live interaction, intra-group interaction, and inter-group interaction.

1. Introduction

The modern teaching mode is developing from single to diverse, from one-dimensional construction to overall construction, from passive to subjective, from traditional means to network high-tech. Interactive teaching is a new model based on constructivist theory. The positive guiding role of constructivist theory in foreign language teaching has become the consensus of the foreign language community. Its greatest contribution lies in emphasizing learners' active exploration of knowledge, active discovery and active construction of the meaning of knowledge. Knowledge is not only obtained through the teacher's teaching, but also the learner in a certain learning situation, with the help of others (teachers, classmates, etc.), using the necessary learning materials, through the meaning construction. In this way, the learner's process of learning translation is not to learn the translation-related knowledge and skills directly from the teacher, but to build their own professional knowledge through practical experience. The teacher only plays the role of guidance and coordination. The student-centered interactive translation teaching model is in line with the development of constructivist theory.

2. The Introduction of Interactive Teaching Mode

The interactive teaching model was first proposed by the American Palinsa in his doctoral thesis in 1982. Inspired by the theory of constructivism, Palinsa confirmed that the teaching process is a two-way and multi-directional flow of teaching information between teachers and scholars, as well as scholars and scholars. Later, Palinsa verified this in his reading practice with Brown. However, in the early days of the interactive teaching model, Palinsa and Brown did not give a clear indication of their use. To guide the theoretical model of teaching practice. By the end of the 1980s, they found that Vygotsky's developmental psychology theory can be used to explain the teaching effectiveness of the interactive teaching model, so they began to use this. The teaching model is further explored. In Vygotsky's view, there is a certain gap between the actual development level of students and their potential developmental ability in the process of education and teaching [1]. In this process, cooperation with peers and The role of the "scaffold" that teachers set up is very important.

According to Vygotsky's theory, Palinsa and Brown also adopted a teaching model that they called "expert brackets": in this teaching mode, experts (ie teachers) act as organizers and students in classroom teaching. The leader of the learning, based on the existing knowledge level and skills of the students, sets up a corresponding "scaffle" for the students' learning to help students have a better and faster understanding of what they have learned.

Therefore, the interactive teaching mode is different from the traditional teaching mode. It is based on the constructivist theory and also adopts a new teaching mode formed by Vygotsky's

valuable discussion in the developmental psychology theory. The teaching model regards students as the main body of teaching activities, emphasizing the leading role of teachers; advocating the use of students as the center in classroom teaching to organize all aspects of classroom teaching, encouraging teachers and students and students and students to actively interact with students, is will A typical example of Vygotsky's theory of developmental psychology applied in teaching. From the 1990s to the present, the interactive teaching model, under the guidance of constructivist theory, pays more attention to the interaction between teachers and students and students and students in the teaching process, and pays more attention to students' initiative in learning and its meaning. Construction. In China, the study of interactive teaching models began in the late 1980s. By the end of the 1990s, attempts have been made to apply interactive teaching models in classroom teaching in Beijing, Shanghai, and Guangdong. In recent years, most of the research on interactive teaching mode in China is the first-line teachers of the school.

3. The Driving Utility of Interactive Teaching Method On Translation Ability

Emotional interaction can establish a good psychological environment between teachers, students and students, which has a great effect on stimulating learners' enthusiasm and autonomy. Emotional interaction can also enable learners to open their hearts, improve their ability to accept things from outside, and improve their level of knowledge. Emotional interaction can more psychologically promote the interaction between teaching and learning, and improve the experience of learners. [2] In this psychological environment, participants can communicate in various forms, such as different grammar, different syntax, different language composition, etc., which do not improve the learner's language ability and communication ability. Small help. Therefore, emotional interaction can greatly drive all aspects of the learner's ability.

In reviewing Chinese translation studies, Murray et al. mentioned the role of interactive teaching in driving translators' translation skills. [3] Language interaction is guided by language acquisition and teaching theory. According to the differences between teachers and students and specific teaching situations, a variety of communication methods are used for flexible language communication, establishing a good learning environment and atmosphere, and improving students. Learning enthusiasm, allowing students to absorb translation knowledge and methods. Language communication occupies a very high position in teaching. The communication effect between teachers and students will directly affect the understanding and absorption of knowledge. Good communication can effectively improve students' understanding and problem solving ability, and ultimately influence. Translation effect. It can be seen that language interaction has a great impact on students' cognitive ability. In addition, students will subconsciously imitate the language habits of teachers during the process of learning. The good learning scope of interactive teaching will enhance students' enthusiasm for participation. The language development between teachers and students is more diversified, and the language ability of students is greatly improved. The core of the interactive teaching method is the teacher, with the teacher as the core to form a communication circle. Students cross-communication in this communication circle effectively improve the communication ability, which is extremely important for the translation teacher. It is not difficult to see from the above that language interaction will greatly help students' comprehensive ability.

4. The Use of Interactive Teaching Mode in English Translation Teaching

The interactive English translation teaching model based on the constructivist theory turns the translation teaching from teacher-centered to student-centered. In this way, it will make up for the shortcomings in the teaching of English translation in the past. So how do you apply the interactive teaching model to English translation teaching? (1) Changing teaching thinking, doing role transformation and carrying out interactive English translation teaching, the roles of teachers and students have changed accordingly, in order to improve students' enthusiasm for learning, thereby promoting students' translation theory, translation knowledge and translation. Active construction and effective absorption of skills. In the classroom of interactive English translation teaching,

teachers are not only the designers of classroom teaching activities, but also the organizers, guides and evaluators of student learning activities. Teachers play multiple roles. At the same time, in this kind of classroom teaching activities, teachers should strive to stimulate the initiative and enthusiasm of students' learning. Students are no longer just passive recipients of the theory and knowledge taught by teachers, but become the subject and knowledge of classroom teaching activities. And the active constructor of meaning. In the design process of interactive English translation teaching classroom tasks, teachers should fully consider the students' current knowledge level, expectations of translation classrooms, students' hobbies, personality characteristics and other factors. In order to change the teaching thinking, do a good role change, and enable students to participate more actively in the translation classroom teaching, teachers can understand the students' understanding and understanding of translation in the first translation class of each semester. Clarify students' expectations of the translation classroom: what do you want to learn through the translation course, what level of expected translation is achieved, what content the teacher is expected to teach, and which translations should be enhanced in which styles or chapters. In this way, teachers can make appropriate adjustments to the translation teaching plan based on the students' opinions and interests, combined with the teaching objectives of this semester, make teaching arrangements suitable for the current students, and let the students understand the translation teaching plan for this semester. Pre-class preparation for the second lesson. Students can participate in the design of the teacher's teaching plan, and this change in role will help to increase the enthusiasm of students' participation in the classroom [4].

Reasonable and effective teaching design is conducive to interactive teaching. The interactive teaching model is a new teaching model based on the theory of constructivism. In this teaching mode, the teacher builds a “stent” for the students based on the students' original knowledge and ability, educates, guides and inspires the students, fully mobilizes the students' enthusiasm for learning, and creates teachers in the form of questions and group discussions. The environment of interaction and interaction with students and students and students enables students to actively participate in every aspect of English translation classroom teaching, actively explore, research and discover the laws of bilingual conversion, and form the habit of consciously applying the law.

Effective questioning is a method of teaching that is often used in interactive teaching to promote interaction between teachers and students and students. Before teaching translation theories and techniques, teachers can create suspense situations first. For example, before teaching the theory and skills of advertising translation, teachers can present the context of translation teaching tasks through multimodal means such as video, text, and images: first play several classic commercial video clips for students, attracting students' attention. Come to the classroom task, then show and explain the pictures and texts of several classic advertisement translations to stimulate students' interest in learning and enthusiasm for exploration, so that students can realize the construction of knowledge and meaning in the real situation. Finally, the teacher raises the following question: “What is advertising? What are the characteristics of advertising language? What is the function of advertising? What principles should be followed in advertising translation?” Introduce students into the content to be taught in the classroom. The various senses of the students are active under the stimulation of multi-modal means. On the basis of the original knowledge and cognition, they actively think and explore the questions, express their opinions and speak their minds. This will activate the classroom atmosphere and promote it in a question-and-answer manner. In the translation classroom, the interaction between teachers and students [5].

Group discussion is an important part of the interactive translation teaching in the classroom. As an “expert bracket”—the leader and organizer of the class, the teacher can design a “scrambled” question for the students before each introduction of new knowledge, in order to stimulate students' thinking and interest in new knowledge. A class assigns the question to the students and allows the students to collect relevant materials. The teacher can divide the students into groups, and the team members select the team leader of the group in which they are responsible for collecting and collating the discussion of the group members. The division of labor, members and members are each a “scaffold”, and the team leader will then make a statement on behalf of the team in which

they are on the "scaffolding" issue. The team leader adopts a rotation system and discusses different topics to be discussed by different representatives. The time stated by the person is limited to 5 minutes. Each group has one commentator, and the commentator also implements a rotation system. It is responsible for evaluating and scoring the statements of other groups, and requires evaluation to be objective, fair and just, and the time limit is 3 minutes. When making a statement or commenting on a topic, the teacher needs to provide a "bracket" in time to guide it back to the topic. Finally, the teacher Summary, comment. According to each score, the best discussion group and the best team leader are selected at the end of the semester, and the scores are included in the usual results to encourage the students to actively participate in the classroom teaching. Teachers and students in the English translation teaching class interact with students and students [6].

According to the teaching content arrangement and the students actually set up corresponding "stents" for the students, and make constant adjustments. Constructivist theory holds that learning is linked to certain situations. In the actual situation, the teacher builds a "stent" (ie, learning aid) on the basis of the student's original cognitive structure. Students use relevant experience to assimilate, adapt to new knowledge, construct knowledge, and exercise independent problem solving. Ability. In the classroom of interactive translation teaching, the teacher sets up a "stent" for the students, and appropriately adjusts the "bracket" according to the students' knowledge of the knowledge. With the enrichment of students' knowledge or ability, their knowledge structure has been continuously improved, and finally their own complete knowledge system has been constructed, which can solve the problems encountered in learning basically.

5. Conclusion

The student-centered interactive English translation teaching mode can make students participate more actively and actively in translation teaching, which helps to improve students' enthusiasm for learning. In the process of interactive English translation teaching, teachers use various kinds of flexibility. Encourage measures to encourage students to take the initiative and participate in the classroom and extracurricular translation teaching, which helps to stimulate the classroom atmosphere, create a relaxed and pleasant learning atmosphere, create a lively learning environment, and improve classroom and extracurricular translation teaching and learning. Efficiency, stimulate students' strong desire to learn, and promote students' active construction and effective absorption of translation theory, translation knowledge and translation skills. Therefore, the interactive English translation teaching mode is more conducive to the cultivation and improvement of students' translation ability and level.

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